



Self Assessment

Educational Service Unit #17

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Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Purpose and Direction

The agency maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commits to providing programs and services, active learning, and high expectations for professional practice as well as shared values and beliefs.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The agency engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate an agency purpose.	The agency's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the agency's purpose (i.e., website, newsletters, annual report) •Survey results •Staff Meeting Notes 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The agency leadership and staff at all levels commit to a culture that is based on shared values and beliefs that include provision of relevant and targeted educational programs and services, equitable support, active engagement in learning, application of knowledge and skills, and high expectations for professional practice.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Educational programs are provided. There is some commitment to providing equitable support for schools/systems served by the agency. Evidence indicates some commitment to instructional practices that include active engagement in learning and the application of knowledge and skills. System leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas, minutes of meetings, newsletters, or communications that reference a commitment to the agency's shared values and beliefs about teaching and learning, equity, active engagement in learning, and application of knowledge/skills •Survey results •Department Descriptions, Board Policy 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	Leadership of the agency implements a continuous improvement process that provides clear direction for improving conditions that support learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on the agency and its schools/systems. The profile contains analyses of data used to identify goals for the improvement of conditions that support learning and that are aligned with the agency's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved conditions that support learning is available and communicated to stakeholders.	<ul style="list-style-type: none">•Agency profile•Survey results•Agenda, minutes from continuous improvement planning meetings•The agency continuous improvement plan with goals that have measurable targets•Focus Interviews	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The purpose statement was approved by agency staff on 1/4/2011. Before adopting the purpose statement, the staff reviewed the difference between a vision statement and a mission statement. A lengthy discussion was held to determine what was important to have in the statement and how the statement should be worded. The purpose statement is reviewed regularly at agency staff meetings to determine if it still reflects the current needs of members schools. A need in this area may be to involve more stakeholders in the review and revision of the purpose statement. This could be accomplished during staff meetings or through surveys.

Agency staff members are supported in their professional development endeavors. Communication regarding information learned at workshops occurs, but a more formal system is needed that would allow the information to be shared with all staff, as well as with stakeholders. Board policy states that probationary teachers are evaluated yearly and permanent teachers are evaluated every three years. Staff members have indicated a preference for more frequent evaluation.

The agency strives to provide equitable service to all school districts. Some services, however, are provided on a contract-only basis, so a wide range exists in actual services provided due to respective district needs and funds available. Staff members and stakeholders are surveyed to identify additional school district and staff member needs.

The agency has implemented a schedule of staff and stakeholder surveys. Focus interviews are also conducted annually with all member schools. Agency strengths and weaknesses are analyzed at staff meetings. Stakeholder feedback provides direction in identifying agency goals and objectives.

Workshops are offered to educators that allows the passage of knowledge and skills. A possible area of improvement would be to provide follow-up implementation support for individuals participating in agency workshops.

Governance and Leadership

The agency operates under governance and leadership that promote and support student performance and agency effectiveness.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and support practices that ensure effective administration of the agency.	Policies and practices clearly and directly support the agency's purpose and direction and its effective operation. Policies and practices require and have mechanisms in place for monitoring effective teaching and learning as well as equitable, relevant and targeted learning experiences. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management of the agency.	<ul style="list-style-type: none"> •Agency policies, procedures, and practices including any related to learning experiences, professional growth and fiscal management 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in systematic, formal professional learning regarding roles and the responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and function as a cohesive unit.	<ul style="list-style-type: none"> •Governing body code of ethics •Governing body policies on roles and responsibilities, conflict of interest •Board Agendas and Minutes 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that agency leadership has the autonomy to meet established goals and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of agency leadership to accomplish improvement and to manage day-to-day operations of the agency. The governing body maintains a clear distinction between its roles and responsibilities and those of agency leadership.	<ul style="list-style-type: none"> •Examples of protection, support and respect of governing body for autonomy of agency leadership •Board Policy 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff throughout the agency foster a culture consistent with the agency's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the agency's purpose. They expect all personnel to maintain high standards. All leaders and staff are collectively accountable for maintaining and improving conditions that support student performance and agency effectiveness. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Examples of decisions aligned with the agency's statement of purpose•Department Descriptions, Board Policy, Leadership Team, Improvement Plan, regional and statewide networks (NNNC, ESUPDO, ESUCC, NDE)	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the agency's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on agency improvement efforts, and provide and support meaningful leadership roles for stakeholders. Agency leaders' efforts result in measurable, active stakeholder participation, engagement in the agency, a sense of community, and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Representative communications with stakeholders•Advisory Council meetings, Principal meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	The agency's supervision and evaluation processes result in improved professional practice.	The criteria and processes of supervision and evaluation include references to agency-wide professional practices and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice.	<ul style="list-style-type: none">•Brief description of supervision and evaluation process•Policies on supervision and evaluation•Employee Evaluation Form	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The efficiency of the Board's operation with the availability of policies, agendas, and meeting schedules were noted as areas of strength on the agency Staff Perception Survey. All of the documentation including minutes, policies, and agendas are easily accessible on the agency website and will continue to be updated (<http://205.202.45.218/wordpress/sample/esu-board>).

The effectiveness of the agency's leaders in communicating with stakeholder groups was also noted as a strength on the Staff Perception Survey. This communication was demonstrated by the participation of the leadership in statewide organizations including the Educational Service Unit Professional Development Organization (<https://www.esupdo.org/Default.aspx>) and the regional participation in the Northeast Nebraska Network Consortium (NNNC). Continued participation in these organizations is planned to allow agency staff to collaborate and network with other educational service agency personnel across the state.

Although identified as a strength on the Staff Perception Survey, the School Stakeholder Survey indicated that improvement is needed

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effective communication with agency stakeholder groups. Currently agency leaders meet with area school leaders for Advisory Council meetings on a quarterly basis. This gives school and agency leadership an opportunity to share information and plan for future projects. The agency has recently implemented principal meetings to facilitate further discussion with school leaders and focus on issues relevant to principals. Focus Interviews with area districts have also been implemented to allow administrators, teachers, board members, students and district constituents to provide feedback for agency programs.

Also noted as an area of need on the Staff Perception Survey was the current evaluation process. The current evaluation schedule is contained in Board Policy Section 10G.

Teaching and Assessing for Learning

The agency's services and programs support the educational needs of its constituent schools/systems through meaningful professional learning experiences.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The agency provides equitable, relevant and targeted support programs and/or services for all schools/systems.	Support programs and services provide adult learners with equitable, relevant and targeted learning experiences. There is some evidence to indicate learning experiences prepare learners to be successful. Similar learning activities have equivalent learning expectations across the agency. Learning activities are individualized for some learning activities.	<ul style="list-style-type: none"> •List of support programs and/or services provided to each constituent school/system •Evidence that learning experiences have prepared learners for success •Survey results •Explanations of how learning activities are tied to needs of schools/systems •Adult Learner Evaluation, School Stakeholder Survey, ESU Stakeholder Survey, Focus Interviews, Advisory Council Feedback, NeSA & MAP Test Scores 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	The agency monitors its programs and services to measure effectiveness and to guide ongoing adjustments in delivery.	Using data from assessments and an examination of professional practice, agency personnel monitor and adjust programs and services to ensure alignment with agency's purpose and improvement goals and to guide ongoing adjustments in delivery. There is a process in place to ensure such alignment each time programs and services are reviewed or revised.	<ul style="list-style-type: none"> •Examples of adjustments to programs and services in response to data findings •Survey results •Focus Interviews, Department Reviews, Service and Tech Contracts with Schools, School Stakeholder Survey 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Agency staff provide professional learning opportunities that engage practitioners in their learning.	Agency staff throughout the agency plan and use instructional strategies that require engagement of practitioners in their learning. Personalized instructional strategies and interventions are used to address individual learning needs of students when necessary. Instructional strategies require learners to apply knowledge and skills and to use technologies as learning tools. Technologies are used as instructional resources.	<ul style="list-style-type: none">•Examples of practitioner use of technologies as learning tools•Survey results•List of professional learning offerings•Examples of practitioner learning demonstrating the application of knowledge, authentic assessments•Hands on learning opportunities, Adult Learner Evaluation, Perkin's Design Team Professional Development, Technology Workshop List	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	The agency uses collaboration as an essential operating principle in the development and delivery of its services and programs.	Some agency staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs with constituent schools/systems. Staff members promote discussion about the delivery of services and programs. Examination of the results of inquiry practices regarding the effectiveness of programs and services sometimes occurs among agency personnel. Agency personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none">•Schedules/examples of collaborative learning community meetings within the agency•Survey results•Schedules/examples of collaboration with constituent schools/systems•ESUPDO Meeting and Learning Communities, Focus Interviews, Department Reviews, Advisory Council, Staff Meetings, Learning Web Project, Itinerant/Contracted Staff, School Stakeholder Survey	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	All agency staff members participate in a continuous program of professional learning.	All agency staff members participate in a continuous program of professional learning that is aligned with the agency's purpose and direction. Professional learning is based on assessment of needs of the agency. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving staff performance and agency effectiveness.	<ul style="list-style-type: none">•Survey results•Listing of professional learning activities in the last 3 years with brief explanation of connection to agency purpose, direction, and needs•Board Policy, Employee Evaluation Form, Stakeholder Survey	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	The agency's support services meet the unique learning needs of its constituent schools/systems.	Agency personnel use data to identify unique learning needs of some of its constituent schools/systems. Agency personnel are familiar with research related to effective schools/systems and provide or coordinate related learning support services for certain schools/systems.	<ul style="list-style-type: none">•Data used to identify learning needs of constituent schools/systems•Survey results•Examples of provision of unique support services to constituent schools/systems•NeSA State Tests, NWEA MAP Assessments, Contracted Services Agreements, Core Services Needs Assessment, Advisory Council, Focus Interviews, School Stakeholder Survey, Newsletter, Website, Annual Report	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Agency support programs and services provide adult learners with equitable, relevant and targeted learning experiences. Several sources of information are reviewed to define targeted learning experiences, including Advisory Council and Principal meetings, Focus Interviews, Stakeholder Surveys, and Adult Learner Evaluations. Adult Learner Evaluations indicate that learning experiences prepare learners to be successful and that individualized instruction is often provided. The agency/member school relationship is an area of strength. Our small size allows us to better meet the unique needs of member schools. In order to improve, evidence must continue to be collected that indicates the learning experiences offered prepare learners to be successful. High expectations will allow us to individualize experiences to meet student needs.

In order to sustain the strong agency/school district relationship, continued collaboration and improved communication regarding the unique needs of their respective students is needed. We plan to continue conducting focus interviews and Principal and Advisory Council meetings to stay current with the needs of our districts. We will assist our districts in evaluating their student data to determine specific needs and assist with strategies to make improvement.

Data are analyzed from several sources (e.g., Service/Technology Contracts, Department Reviews, School Stakeholder Surveys, and Adult Learner Evaluations) to assess services provided and to make adjustments to delivery. Current assessment data from our school districts are also analyzed, including MAP and NeSA assessment results. A strength in this category is the amount of data that is used to plan services and learning experiences. In order to sustain our efforts we plan continue to collect various forms of data to determine the individual needs of our districts. In order to improve, we plan to put more focus on student performance data from districts and to examine professional practices more closely. We need to create a more systematic, collaborative process for reviewing and revising our programs.

Agency staff plan and use instructional strategies that require engagement of practitioners in their learning. We provide many hands-on learning activities, which are documented by our registration database. Several technology workshops are offered on how to utilize technology with instructional strategies in various content areas. Educators participating in these learning activities complete the Adult Learner Evaluation, which helps us monitor the degree of engagement of practitioners. Collaborative NNNC Perkin's Design Teams projects are strengths. These projects consist of educator-student teams that have been pushed to learn new technologies and develop plans to

incorporate within curriculum content areas. In order to sustain the momentum from this project, ESU #17 needs to continue to use the team concept when introducing new technologies.

A possible area of improvement would be to deliberately plan the instructional strategies needed to engage practitioners in their learning and to assist them with incorporating technology tools into their daily practices. One strategy we have begun offering is to schedule ourselves at school districts on a regular basis to assist educators in incorporating new technology skills into their work with students.

Agency personnel express belief in the value of collaborative learning communities, which is a strength, and some agency staff participate in collaborative learning communities that meet informally and formally. Collaboration also occurs with constituent schools. Agency personnel believe in the value of collaborative learning and all desire to improve. Practices are in place that support collaboration with our schools, such as Focus Interviews, Department Reviews, Staff Meetings, Advisory Council meetings, School Stakeholder surveys, and Adult Learner Evaluations. Some staff personnel attend statewide ESUPDO meetings and training regularly and have been a part of various learning communities from this group. In order to sustain our efforts, we need a more formal process with inquiry to evaluate our effectiveness.

Most agency staff participate in professional learning that is aligned with agency's purpose. Most requests to attend professional learning are granted, which is a strength. Board policy supports professional learning and the agency has an employee evaluation instrument. To improve, a more formalized evaluation procedure to evaluate staff and create plans for individual improvement is needed.

The agency uses data to identify unique learning needs of students at all proficiency levels. Agency staff stay current on research related to school support systems. We have multiple sources of district data available that we have started to review, which is a strength. We need to have more staff trained on current research related to effective strategies to improve school outcomes.

Resources and Support Systems

The agency provides resources, programs and services that support its purpose and direction for all constituent schools/systems.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The agency engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the agency.	Policies, processes, and procedures ensure that agency leaders hire, place, and retain qualified professional support staff. Agency leaders systematically determine staffing needs to support school purposes, educational programs, and continuous improvement throughout the agency. Sustained fiscal resources are available to fund positions critical to achieving the purpose and direction of the agency.	<ul style="list-style-type: none"> •Policies, processes, and procedures and other documentation related to the hiring, placement, and retention of staff •Agency budgets over the last 3 years •Needs assessments related to hiring needs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Material and fiscal resources are sufficient to support the purpose and direction of the agency.	Material and fiscal resources are focused solely on supporting the purpose and direction of the agency's operations. Agency leaders pursue multiple options to secure material and fiscal resources to meet the needs of all constituents and improve agency effectiveness. Agency leaders demonstrate that material and fiscal resources are allocated to ensure that all constituents have equitable learning experiences and support.	<ul style="list-style-type: none"> •Examples of efforts to improve agency effectiveness •Focus Interviews, Agency Profile, Annual Report 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The agency maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all.	Agency leaders have created or adopted clear expectations for maintaining a safe, clean, and a healthy environment, and have shared these definitions and expectations with stakeholders. Agency personnel are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results •Security systems •Security and Crisis Management Plan, Wellness Program 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	The agency demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the agency.	The agency has policies and procedures for resource management. The agency employs a long-range strategic planning process to manage budgets, facilities, and other agency components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body and agency leaders, and have built-in measures used to monitor implementation and completion.	<ul style="list-style-type: none">•Agency strategic plan•Policies and procedures for resource management•Board Facilities Committee, Structure and Infrastructure Planning, Board	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The agency provides, coordinates, and evaluates the effectiveness of programs and services delivered to constituent schools and systems.	The agency provides, coordinates, and evaluates the effectiveness of programs and services to ensure that all schools and systems have access to the resources necessary to achieve the educational programs of the agency and its schools. The agency implements and evaluates processes to ensure highly qualified personnel are recruited, hired, and retained to effectively deliver its programs and services.	<ul style="list-style-type: none">•Agency system for evaluating effectiveness of recruiting, hiring, and retention processes•Adult Learner Evaluations, Department Reviews, School Stakeholder Survey	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The agency provides technology infrastructure and equipment to support the teaching, informational, and operational needs of the agency and the schools/systems it serves.	The agency provides a modern, functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. Agency personnel collect data concerning needs, and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none">•Technology plan•Technology budget•School Stakeholder Survey	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Results from the Staff Perception Survey, (<http://esu17advanced.wikispaces.com/Staff+Perception+Survey>), as well as agency budgets, offer support that sustained fiscal resources are available to fund positions critical for achieving our purpose and direction. Practices that are currently in place include advertisements in local, regional, and state publications. Additionally, staffing needs to support school purposes are determined systematically through ongoing conversations with Superintendents at Advisory Council meetings in addition to an annual needs assessment survey to assess future needs of constituent schools. The agency offers a salary and benefits schedule that encourages personnel to pursue additional education, which is included in the current negotiated agreement. The staff has established a fair and supportive working relationship with current board members during negotiations, which can be substantiated through Board minutes, (<http://205.202.45.218/wordpress/sample/esu-board>). These processes have aided in the retention of qualified professional and support staff for the agency.

The agency's cash reserve has been continually building, which can be substantiated through past years' budgets. Grants have been used effectively, specifically the RUS grant, Perkins grant, and transition grant. Supporting artifacts can be found within the agency annual report (<http://205.202.45.218/wordpress/wp-content/uploads/2012/11/Annual-Report.pdf>).

The agency maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all. The agency promotes a wellness program for all staff. Participation percentages for all programs offered in 2011-12 was 45.25% and 48.67% in 2012-13. Security cameras were installed in the fall of 2012 at the Training Center to promote a safe working environment. A Safety and Crisis Management Plan was developed in the fall of 2012.

(<http://205.202.45.218/wordpress/wp-content/uploads/2013/01/Security-and-Crisis-Management-Plan1.pdf>)

The agency has policies and procedures in place for resource management, which are located in Article 3 Services and Operations of Board policy (<http://www.esu17.org/wordpress/sample/esu-board>). The agency has a strategic plan in place for structure and infrastructure needs and improvements documenting past, present, and future needs that have been completed, are in progress, or identified as a need (<http://esu17advanced.wikispaces.com/Structure+and+Infrastructure+Planning#>). The Board has a facilities committee that receives, discusses, and forwards facility improvement proposals to the Board for consideration.

The agency provides, coordinates, and evaluates the effectiveness of programs and services delivered to constituent schools and systems. The agency meets with representatives of constituent schools annually to assess the services being provided and determine future needs (<http://esu17advanced.wikispaces.com/Focus+Interviews>). In addition, plans are in place to conduct department reviews to assess individual department goals and services (<http://esu17advanced.wikispaces.com/Department+Reviews>).

The agency provides technology infrastructure and equipment to support the teaching, informational, and operational needs of the agency and the schools/systems it serves. Agency personnel collect data concerning needs, and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment (<http://esu17advanced.wikispaces.com/file/view/2011+Tech+Plan.pdf>) .

As a CORE service, the agency provides constituent schools with internet access and supports supports the service provider connection. Constituent schools are provided with distance learning (DL) equipment and have the option to contract for technology coordinator services. DL carts are onsite at all agency locations, and agency personnel are equipped with up-to-date iPads and computers. The Training Center located in Ainsworth houses multiple servers as well as a 30 port multi-point Radvision MCU, which was installed in December 2012 at the Training Center located in Ainsworth, further expanding the Distance Learning capabilities of the agency and its constituents. All internal support for technology infrastructure and equipment is provided to constituent schools by the agency (<http://esu17advanced.wikispaces.com/Standard+4+-+Resources+and+Support+Systems>).

Supporting new staff members within their professional practice, communicating to school stakeholders the funding options pursued to secure material and fiscal resources by the agency, and providing evidence to stakeholders that such resources were allocated equitably among constituents were identified as a weaknesses. (<http://esu17advanced.wikispaces.com/School+Stakeholder+Survey>)

The agency will continue to conduct focus interviews with constituent schools to gauge the effectiveness of current services and determine future needs. Agency stakeholders will be asked to participate in department reviews as an evaluation of individual agency departments. The agency will continue to cultivate a healthy working relationship with its board members. The agency's technology plan will be evaluated and updated as needed, resulting in the continuation of appropriate technology resources available to constituent schools and agency personnel.

Using Results for Continuous Improvement

The agency implements a comprehensive evaluation system that generates a range of data about the effectiveness of the agency and uses the results to guide continuous improvement.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The agency establishes and maintains a clearly defined and comprehensive evaluation system.	Agency personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed assessments about program effectiveness. The comprehensive assessment system ensures consistent measurement across all programs and services. Most assessments are reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving programs and services.	<ul style="list-style-type: none"> •Survey results •Focus Interviews, Department Reviews, Data Review Schedule, Improvement Plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff throughout the agency continuously collect, analyze and use a range of data sources, including comparison and trend data related to program evaluation and organizational conditions.	Agency staff use processes and procedures to collect, analyze, and use data. Data sources provide a picture of the effectiveness of programs, and services. Agency personnel use data to design and implement plans to improve the effectiveness of programs, and services.	<ul style="list-style-type: none"> •Survey results •Student achievement data in the agency's region – summarized with trends noted •Data Review Schedule, Department Reviews, Staff Meetings 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	The agency's leadership monitors and communicates comprehensive information about learning and the achievement of agency improvement goals to stakeholders.	Agency leaders monitor information about agency effectiveness and the achievement agency improvement goals and communicate results to some stakeholder groups.	<ul style="list-style-type: none"> •Newsletters, paper or on-line •Agency website •Annual reports to stakeholders •Documentation of continuous improvement plans, goals and action plans •Advisory Council, Profile 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

ESU #17 continues to work toward implementation of a collaborative and ongoing process for improvement of services. The agency communicates information about its effectiveness and achievement of improvement goals to stakeholder groups.

The agency provides professional development and technical assistance for agency and constituent staff to help them implement improvement strategies/interventions that positively impact learning. Analysis of results in the context of services provided and improvement plan strategies and interventions are part of the agency's practices. A broad range of involvement from stakeholder and constituent schools is utilized in the creation and delivery of the agency's continuous improvement process.

Monitoring and communicating the results of improvement efforts to its constituents and other stakeholders is done through the agency website, the annual reports to stakeholders, and through agency newsletters. Constituent schools' feedback and performance data to identify opportunities for improvement will also continue to be utilized.

Planning and engaging in continuous improvement efforts agency-wide is accomplished through three staff meetings per year as documented on the ESU #17 AdvancEd Wiki (website). A variety of baseline and interval data is available to monitor student learning progress. A plan for analysis of student performance data has been recently implemented through which next steps can be determined. Reflection and assessment of the improvement process will continue to make progress in this area.

Agency staff indicated concerns with having a comprehensive evaluation system that includes multiple assessment measures and a clearly defined comprehensive evaluation system. This concern is being addressed through training opportunities and data being available on the ESU 17 AdvancEd Wiki.

Concerns were indicated by stakeholders with the use of constituent school feedback and performance data to identify opportunities for improvement. This is being addressed through stakeholder surveys, focus interviews and department reviews.

As the agency moves forward in the continuous improvement process, more information will be made available to stakeholders concerning the progress of agency improvement goals. This information will be relayed through department reviews, the agencies website, and annual reports.

Constituent schools have given consent for student learning statistics to be viewed by agency personnel. This will allow for student learning statistics and trends of agency services to be communicated more clearly to constituent schools.

Report Summary

Scores By Section

